

Kentucky Literacy Link

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Do What You Love, Love What You Do

It seems lately that my editorials have been a response to the time of year. I realize that November editorializing on Thanksgiving and January musings on resolutions can be a little hokey. However, if you'll allow me to talk about love this month, I promise not to write about leprechauns next month. (I won't promise not to write about luck.)

I once had a friend tell me that I was one of the few people he knew who loved their job. I told him I knew lots of people who loved their jobs, but then, I know a lot of people who work in education. We are in a uniquely gratifying field that generally attracts people with a genuine passion for the work. Think about how truly exciting that is.

How many times a week do you have a moment that makes you smile? Or that makes you cry (in a good way)? Or that challenges

you in a way you find exciting? Or that gives you a sense of self-satisfaction? Chances are your answers to the previous questions are higher than those you'd find in the general population.

As we move into the month of Hallmark love, I challenge you to wallow in those moments of authentic joy. I challenge you to take them home with you and share them with your family. I challenge you to take them into the teacher's lounge and steer the conversation in a new direction.

I'll share one of my own. I often got letters from my elementary school students. Below, I've transcribed one written by a 2nd-grader when I taught arts and humanities.

*Dear, Ms. Hardaway,
Did you have a good day today?
You are a good art teacher. You
teach good daces. You have nice*

cloths on today. You make me happy. You know what else makes me happy? Cakes. Will you be my Valentine? I will be more happy.
From,
Caroline

Isn't it nice to know that you make someone happy – perhaps as happy as cakes? You inspire love and there is nothing greater in this world. In closing, I'll share one last quote on love from someone almost as poetic as my little Caroline.

Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it.

– Dr. Martin Luther King Jr.

I wish you love and light this February. Have a great month.

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at mikka-ka.hardaway@education.ky.gov.

KDE Updates

New Data Available in CIITS
K-PREP, Alternate K-PREP, College/Career-Readiness and End-of-Course results are now available in the Continuous Instructional Improvement Technology System (CIITS). Data can be viewed by searching with a student ID or through the teacher class roster. School and district leadership may run pre-formatted reports for all of these test views under the 2011-12 school year.

Sending CIITS Express Test Results to Gradebook
Teachers may now send results from CIITS Express Tests to their Gradebook in Infinite Campus. However, this option must be selected when a test is created. When creating an Express Test in CIITS, choose the new test category, Send Test to Gradebook. A file will be created in CIITS and automatically shared with Infinite Campus to load to the teacher's Gradebook for that student's course/section

once the assessment is administered. For more information, please review the [attached](#) training document.



Close Reading in the Primary Grades: An Example

One of the well-known “shifts” in the Common Core State Standards (CCSS) for English/Language Arts (ELA) is the emphasis on regular practice with complex text and its academic language. Consequently, there has been a great deal of talk in the field about “close reading.”

Though experts continue to discuss the nuances of the term, a useful definition is provided by Douglas Frey, author of *Text Complexity and Close Reading*: “Close reading is an instructional approach that requires readers to re-read a text several times and really develop a deep understanding of the content contained in the text. The purpose is to build the habits of readers as they engage with the complex texts and to build their stamina and skills for being able to do so independently.” Frey admonishes, however, that you do not simply give students a tough text and instruct them to read it repeatedly until they understand. The guidance you provide during repeated readings is crucial in engaging students more deeply with the text.

The discussion of close reading goes hand-in-hand with that of text-dependent questions. While we will not spend much time here on text-dependent questions (instead focusing on a practical example), note that during the discussion of the text the teacher should be posing questions that require students to refer back to the text to answer. References at the end of this article provide more information.

Primary teachers (though not alone) have struggled with this particular shift in working with their emergent readers. Though developmentally kindergarten through 2nd-grade

students may not be able to read a great deal independently, the world of complex text is open to them through read-alouds. Learning close reading strategies at these early stages will provide the foundation students will need as they continue through their schooling.

The following is a step-by-step example of close reading for K-2 students. While this particular lesson focuses on language and mechanics, close reading lessons can focus on the standard of your choosing in relation to your classroom needs. The text I've selected is one of my favorites: *Leola and the Honeybears* by Melodye Benson Rosales.

Step 1: First reading

Enjoy the text with your students. Do all of those wonderful before-, during- and after-reading things K-2 teachers are so great at doing, but be careful not to do all of the work for the students. Often when we build background knowledge before reading we give too much away. Remember throughout to pose questions that draw students back into the text.

Step 2: Choose a Focus

For the second (or subsequent) readings, choose a standard on which to focus. Let's look at L.5.D as it is similar across our grade levels. This standard calls for students to be able to “distinguish shades of meaning among verbs,” though across grade levels the degree of the relationship between these verbs vary. (Additionally, in 1st and 2nd grade the standard goes on to address adjectives as well.) Examples given include “walk, strut, march, prance;” “look, peek, glance, stare, scowl;” and “toss, throw, hurl.” Share such examples with students as you prepare them for

the next reading of the text.

Step 3: Reread with Intent

When you return to the text this time, students are attuned to the standard. Provide opportunities for students to identify such verbs. Older students can annotate the text as they read, but we might try a few different approaches with our primary students:

- Display key sentences (on chart paper, sentence strips, interactive whiteboard or document camera) and have students circle or highlight verbs. For example, display, “‘O-o-o-w-e-e!’ she squealed as she watched the silky pods float farther and farther from the cottage” (p.8) and “‘Oh, no!’ cried Leola as she stared into the darkness” (p. 11).
- Act it out. How much would students enjoy demonstrating the difference between a squeal and a cry?
- Draw pictures to illustrate the verbs. Make a class dictionary.
- Try the verbs in student-generated sentences. Display these and reread them in subsequent conversations. This is essential to building the bridge between reading and writing. Too often we separate language and mechanics into artificial situations when it's proven that retention of such lessons is reliant on real-life application opportunities. Students should be encouraged to apply this new learning to their own writing while it is fresh in their minds. Writing these sentences is the beginning, but students should be reminded to use their nuanced verbs in pieces

they are working to publish.

Ultimately, engaging students in close reading will help them to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. If you have examples from your own classroom to share, please e-mail me at mikkaka.hardaway@education.ky.gov. Happy reading!

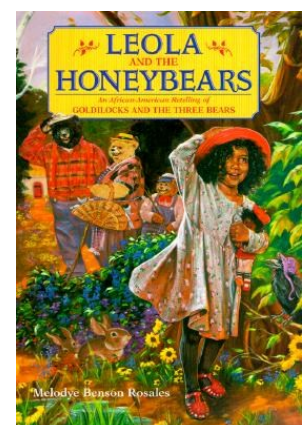
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Content Area Literacy Corner: Career and Technical Education

Star Trek fans may recall an episode where Scotty savors the thought of spending his off-duty time reading engineering journals. Captain Kirk questioned him about the use of his free time, to which Scotty replied, "Captain, I am relaxing."

Few of us would agree with Scotty's idea of technical manuals as relaxing reading materials. However, in the post-secondary world, more than 85 percent of reading is nonfiction or technical material. Students today must have a diverse set of tools to access the increased informational demands of today's workplace.

To address these needs, the Common Core State Standards for English/Language Arts (ELA) and Math were released on June 2, 2010, and are aligned with college and career expectations to ensure that students consistently receive high-quality education. The standards focus on rigorous content and application of knowledge through higher-order thinking skills. In the past English/Language Arts were taught in the English classroom. The new standards, however, recognize students need a different set of skills to read and comprehend nonfiction and technical materials.

The standards for grades 6-12 are divided into two sections: one for ELA and the other for history/social studies, science,

and technical subjects. This division emphasizes that teachers in other areas must play a role in developing these skills. The standards do not tell teachers how to teach but help teachers identify the knowledge and skills students should have to succeed in their content area.

The standards insist that these skills be a shared responsibility within the school, including technical classrooms. The idea is not that content teachers should become reading and writing teachers, but rather they should emphasize the reading and writing practices that are specific to their subjects. Students are encouraged to read and write like historians, scientists, mathematicians and other subject-area experts.

"All technical teachers should know what is distinct about the reading, writing, and reasoning processes that go on in their discipline. They should give students frequent opportunities to read, write, and think in these ways and should explain how these conventions, formats, styles, and modes of communication differ from those that students might encounter elsewhere in school" (Buehl, 1996). This quote from Doug Buehl's book, *Developing Readers in Academic Disciplines*, applies directly to career and technical education, in which students are required

to locate, understand and use information to complete complex tasks. It also draws attention to the anxiety that technical teachers feel toward teaching reading. However, because of the complexity of the technical material, the instruction of the skills necessary for success in these areas must be embedded in the daily flow of teaching. Students must learn to read, write and think as a technician, mechanic, doctor, carpenter or whatever their field of study requires.

Nonfiction or informational texts found in technical areas contain in-depth information that must be understood and remembered. The vocabulary is specific to the content area and typically is not used in general conversation. Text structure usually includes the use of multiple headings and subheadings. In addition, a substantial amount of important information may be found in graphs, tables or illustrations, calling for the student to be able to draw meaning from multiple areas of the text.

They also need to understand that this type of text requires the reader to read at a much slower rate and to self-monitor their comprehension of the material. The technical teacher is an ideal expert for helping students to gain these skills. The Common Core Standards can be found at

www.corestandards.org/. As you exam these, you'll notice that the standards for literacy in the history/social studies, science and technical subjects are divided into four main areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

Over the next few months, we'll examine the standards related to technical education and discuss ways that you can incorporate these into your classroom. Until then, begin to notice the text features unique to your content area. Pay close attention to vocabulary, sentence structure, graphics, etc.

Ask yourself, "What do my students need to know to be able to understand this text?" or "What can I do to help them access the information they need to know to complete this task?" Although we are highly skilled at preparing students to excel in our field today, it is critical that we give them the tools to adapt to the demands of tomorrow's workplace. Their future success depends on it!

Teresa Rogers is a KDE literacy consultant. Rogers has taught nursing, health sciences, elementary reading and writing, and high school English. She can be reached at teresa.rogers@education.ky.gov.

Mark Your Electronic Calendar for Digital Learning Day

Join the thousands of students, educators, parents and community members across the country who will be celebrating the second annual Digital Learning Day on Feb. 6, 2013.

On that day, everyone is en-

couraged to try a new digital tool or activity and to showcase their innovative uses of technology – but don't wait to get started! If your school features examples of digital learning on the school or district web site, help us spread the

word.

Please send the link and a few sentences about the activities highlighted on the website to grace.yeh@education.ky.gov.

On Feb. 6 we will publish the

DIGITAL LEARNING DAY

link on our web site (which you can access from the KDE homepage) along with a brief description of your participation in Digital Learning Day. For more information and ideas, visit KDE's Digital Learning webpage [here](http://www.kde.org/digital-learning).

Trending Topics

Will the National “Bar Exam” for teachers really happen?

When the Common Core Standards, adopted almost nationally, sought to align curriculum and expectations across our diverse nation came to pass, it was hailed as the kind of large-scale systematic change that would propel America’s students to new heights. NCLB sought to align test measures across states in a large-scale consolidated attempt to see where our students truly were in uniform and consistent measures. Is there any wonder then we see the next large-scale reform moving toward us on the horizon?

Not the only group and not for the first time, the American Federation of Teachers (AFT) this week released a report calling for a national

teaching exam. Differences in quality of teacher-preparation programs and qualms about alternative certification have made this reform the one to watch. The AFT report, *Raising the Bar*, reviews the findings of a taskforce.

The task force recommends three significant changes that must be made to truly improve teacher preparation and, by extension, improve teaching and learning in our schools.

- All stakeholders must collaborate to ensure that teacher-preparation standards, programs and assessments are aligned with a well-grounded vision of effective teaching.
- Teaching, like other respected professions, must have a universal assessment process for entry

that includes rigorous preparation centered on clinical practice as well as theory; an in-depth test of subject and pedagogical knowledge; and a comprehensive teacher-performance assessment.

- Primary responsibility for setting and enforcing the standards of the profession and ensuring the quality and coherence of teacher-preparation programs must reside with members of the profession – practicing professionals in K-12 and higher education.

A December *Education Week* article notes that there are enormous challenges in both developing a set of standards and how a teacher would demonstrate those on an exam. The National Board of Professional Teaching Stand-

ards has been called upon to help develop the rigorous exam.

We are still a long way from consensus or closure on the matter. Whatever the results, these conversations about teacher quality and teacher evaluations are worth having and, for educators, worth watching.

The AFT report is available [here](#).

The *Education Week* article can be found [here](#).

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Upcoming Literacy Events Around Kentucky

Great opportunities for literacy promotion, professional learning and educational fun are available all around the state.

Fayette County

The McConnell Conference draws librarians, teachers and other professionals who work with youth to share ideas, examine materials and meet authors, illustrators and other leaders in the field of Youth Literature. The 2013 Conference will be held March 1-2, 2013, in Lexington. Click [here](#) for more information.

Picture Books: A Celebration for Adults

The votes are in! The national book critics and library staff have selected the best picture books for 2012. See and dis-

cuss the best in children’s literature. Continuing education certificates available. Refreshments. For adults.

- Central Library: Saturday, Feb. 16 1-4 p.m.
- Tates Creek Library: Saturday, Feb. 23 12-3 p.m.

Jefferson County

The Greater Louisville Reading Council (GLRC) will celebrate Black History Month by holding an African-American Read-In on Saturday, Feb. 9 from 12 p.m. to 2 p.m. at the main branch of the Louisville Free Public Library. This event is free and open to the public and will feature fun for the entire family. Featuring:

- Bonnie Lash Freeman of

the National Center for Family Literacy

- Former Blue Apple Players storyteller MK Hardaway

Click [here](#) for more information. GLRC is a council of the Kentucky Reading Association (KRA) and the International Reading Association (IRA).

Taylor County

Campbellsville University is sponsoring its annual Beulah Campbell Children’s Literature Conference for PK-Grade 8 on Saturday, March

16, featuring (among others):

- Tim Callahan (*Kentucky Summer Series*)
- Leigh Ann Florence (the *Woody Series*)
- Heather Henson (award-winning author)

Click [here](#) for additional information.





NATIONAL ENDOWMENT FOR THE
Humanities

NEH Grant in Kentucky

Kentucky and the border states played an important role in America's Civil War, but until recently that story has largely been under told and overlooked. The [Kentucky Historical Society](#), in partnership with a number of historic sites in the state are pleased to offer two one-week workshops that will host 40 K-12 teachers each week.

The "[Torn Within, Threatened Without: Kentucky and the Border States in the Civil War](#)" Landmarks of American History and Culture grant workshops will be held June 23-June 29, 2013, and July 14-July 20,

2013, at the Thomas D. Clark Center for Kentucky History in Frankfort, Kentucky.

This workshop, funded by the National Endowment for the Humanities (NEH), will enable the participants to raise their level of understanding of the complexity of the Civil War by expanding their knowledge of that conflict as it occurred in Kentucky and the border states and as revealed in the primary sources from this region and era.

Those primary sources – documents and material culture, but most importantly, Kentucky's

historic sites – will provide participants insight and experience in using the artistic, historical and cultural environment to study and interpret this significant region before, during and after the Civil War, and that they can take back and share with their students.

Participants will experience both intellectually and emotionally the richness of the history and culture of these sites, experiences that will be enhanced by interaction with accomplished academics and the most current scholarship. The workshop will situate these unique sites within the context of

America's most tragic event and make evident its relevance to our present lives and society.

We encourage you to apply to this exciting opportunity. Additional program information on workshop themes, scholars, sites, schedule and stipends, along with application materials, is available at <http://history.ky.gov/landmark/> or e-mail tim.talbott@ky.gov.

Application deadline is March 4, 2013. More information about the NEH and its programs is available at www.neh.gov.

Technology Critique: Storyline Online

What is it?

Storyline online (available at www.storylineonline.net) is a website where kids can have favorite children's books read to them by celebrities. Illustrations from the book are shown as they read. Each book is accompanied by related literacy activities.

Who? (grade level)

This resource is most appropriate for primary and intermediate students.

Why? (purpose)

Read-aloud is an important model of good reading fluency and helps develop our early readers. Read-alouds can be

enjoyed by children of all ages.

How does it support literacy development?

Students can navigate this independently, perhaps as a center activity or an enrichment activity at home. The related activities may need more guidance from an adult depending on the

age of the student.

Pitfalls?

The live streaming can be fickle, so be sure your internet connection is strong. It would be ideal for words to appear on the screen for students to read along, but that feature is not included.

Writing Contests

Dream Out Loud Contest

Kentucky students in grades K-6 have a chance to win \$1,500 toward college and \$500 for their school in the "Dream Out Loud Challenge." Students are invited to submit an original drawing, poem, essay or video answering the question: "How will I change the world after I go to college?"

The challenge, sponsored by the Kentucky Education Savings Plan Trust (KESPT), is intended to remind families that it is never too early to start saving and planning for higher education.

One winner will be chosen from each of two submission categories – drawing or video and essay or poem – in grades K-2, grades 3-4 and grades 5-6. The winning students will receive a \$1,500 KESPT college savings account, and their schools will win \$500. The contest runs Jan. 21 through March 22, 2013. Entries must be postmarked by March 22 and received by March 27.

Visit www.kysaves.com to learn more about the challenge, including official rules and a complete description of entry requirements.

Creative Writing Contest

The Federal Reserve Bank of Cleveland is sponsoring a creative writing contest, *Future World: How would you like to pay for that?*

The contest asks juniors and seniors in high school to explain in an essay, play, short story or poem what the future looks like to them – Is there cash or are smartphones the primary forms of payment for goods and services? What are the costs and benefits they envision in Future World? As they craft their compositions, students must think about what

economic concepts impact Future World and whether there are any unintended consequences.

Submissions must be postmarked on or before Feb. 28, 2013. The winning students are awarded cash gift cards as prizes and the teachers who sponsor students receive gift bags and bragging rights. Please visit www.clevelandfed.org/learning_center for more information.

Kentucky Reading Project

The Kentucky Reading Project (KRP) is a professional development program that focuses on Senate Bill 1 (2009) mandates, Kentucky Core Academic Standards, college and career readiness preparation, and formative assessments.

KRP is a yearlong graduate-level course centered on re-

search-based reading instruction. It is taught by literacy faculty at each of the eight state universities.

Teachers in grades K-5 may participate in KRP and will receive a stipend and graduate credit upon completion of the course in May 2014. The National Center for Family Literacy

provides one day of training at each site. This initiative is directed by the Collaborative Center for Literacy Development; more than 3,000 educators have been trained through this program in 14 years.

To find more information about KRP and the application for the 2013-14 cadre please

follow this [link](#). Applications are due Friday, Feb. 22, 2013.



Kentucky Literacy Celebration

The Collaborative Center for Literacy Development (CCLD) is gearing up for another exciting and successful Kentucky Literacy Celebration (KLC) Week! The 2013 Kentucky

Literacy Celebration will be held March 4-8, 2013.

As a part of the pre-event festivities, it is posting daily tips and/or activities to the KLC

Facebook page at www.facebook.com/pages/Kentucky-Literacy-Celebration/110903535651356.

Please visit the KLC Facebook

page to participate in the tips/activities. If you would like to include a tip/activity/resource that may be posted to the page, e-mail erin.wobbekind@uky.edu.

KCTE/LA Annual Conference

The Kentucky Council of Teachers of English/Language Arts (KCTE/LA) will be holding its annual conference on Friday and Saturday, Feb. 22 and 23, 2013. Titled "Exploring Literacy and the Common Core Standards," the 77th anniversary

conference will be held at the RiverCenter Marriott in Covington.

Featured speakers include George Ella Lyon (the Kentucky author of the world-famous *Where I'm From* poem),



Kentucky Council of Teachers of English / Language Arts
www.kcte.org

Sara Kadjer (author of *Bringing the Outside In: Visual Ways of Engaging Reluctant Readers* and *The Tech Savvy English Classroom*), and Kentucky Education Commissioner Terry Holliday, among others.

To register for the conference, go to <http://conference.kcte.org/>. More information can be found at www.kcte.org or by e-mailing conference@kcte.org.

Kentucky's 2012 CCSSO Chief's Summer Reading Challenge

Kentucky was one of 14 states that responded to the 2012 Council of Chief State School

Officers (CCSSO) Chief's Summer Reading Challenge and had the highest number of books

pledged to read in 2012.

The chart below shows Ken-

tucky's pledge data. Click [here](#) for the full report.

Kentucky Summer Reading 2012 Pledge Data:

Number of Books that were pledged to read	11,558
Total Number of Individuals that pledged to read	1019
Number of Students that pledged to read	872
Number of Educators that pledged to read	114
Number of Parents that pledged to read	16
Number of Lifelong Learners that pledged to read	17
Number of Individuals Entered to win a B&N gift card	79
Number of Individuals that won a B&N gift card	9



Help

Your contributions of ideas and lessons that work are welcome. E-mail mikkaka.hardaway@education.ky.gov to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past Literacy Links on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – cindy.parker@education.ky.gov
- MK Hardaway – Literacy Consultant – kay.hardaway@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Jackie Rogers – Literacy Consultant – jackie.rogers@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov



Follow us on twitter!

- ♦ Terry Holliday – [@kycommissioner](https://twitter.com/@kycommissioner)
- ♦ KDE – [@KyDeptofEd](https://twitter.com/@KyDeptofEd)

Feedback from the Field

Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of. We want to hear from you!

E-mail MK Hardaway at mikkaka.hardaway@education.ky.gov

"This is one of the better newsletters I've seen. Consider condensing to make it shorter."

– Matt T.

"I know everyone wants their announcements made, but like you, I'd like to use more space to focus on CCSS im-

plementation strategies in ELA and content areas."

– Cindy P.



Additional Reading and Other Resources

- Do your students struggle with online searches? Google's Search Education feature gives educators free access to lesson plans and classroom activities intended to help students cultivate better online search skills. Click [here](#) to learn more.
- The January newsletter from www.adlit.org includes a great article on using technology to support struggling students with argument, evidence, etc. The monthly newsletter is free and a great resource.
- Vallwisher.com is a simple but powerful site that you can use to engage your students in learning. Building sentences? Making lists? Teasing out the most

important words in a text? Rather than using chart paper or index cards, try it virtually!

